



Northwest Evaluation Association

Partnering to help all kids learn

NWEA's Vision:

A world in which education is
kid-centric,
relying on accurate and
comprehensive data to
inform each child's optimal
learning path.

NWEA Reports Site

NWEA
Northwest Evaluation Association

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HELPFUL SHORTCUTS

- State & District Decision Makers
- Legislators & Policy Makers
- Teachers & Administrators
- Students & Parents

Get kid-centric with MAP and get results.

Discover the difference true partnership makes.

[Learn how](#)

- WHY CHOOSE NWEA?
- OUR RESEARCH
- PRODUCTS & SERVICES
- ABOUT NWEA
- SPARK COMMUNITY
- PARTNER SUPPORT

NWEA's SPARK Community

Read blogs, join discussions and find complimentary education resources at NWEA's online destination for partner collaboration.

[Join the community](#)

Common Core Standards

Common Core Standards align a wide range of K-12 education content standards into a single, unified platform, but states will implement the standards in a variety of ways. NWEA is helping partners

NWEA in the News

In Colorado's Eagle County School District, MAP tests are used to assess student learning levels, improve instruction, and set standards for achievement. Measuring with MAP



Reports



Welcome Mt. Rainier Elementary School

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NWEA Norms Study Resources

Norms study resources help you use and interpret the NWEA RIT Scale Norms data. Resources include the Norms Study documentation, Growth Projection Calculator, Norms Study Data Files, and School Growth Study. You'll find the norms study resources [here](#).

MAP for Primary Grades

After testing, access your MAP for Primary Grades reports by clicking on the MAP for Primary Grades link in the left navigation bar.

DesCartes: A Continuum of Learning

Unleash Potential.

By asking relevant, thoughtful questions, educators can have a lasting impact on student learning. DesCartes is one such tool that allows educators insight into student understanding.



Dynamic Reporting Suite

The dynamic reporting suite is a new reporting platform that simplifies data analysis and offers classroom tools to apply test scores directly to instruction.

Without digging through pages of data or piles of numbers, at-a-glance analytical tools present information regarding the status of students (individually, by class, by grade, or by a school) relative to growth, proficiency, and norms. These data are easily accessed and analyzed, empowering educators to take meaningful action.

[Access dynamic reports now.](#)

Teacher Report

Teacher Report - Mathematics Fall 2011

School: El Paso Middle School (NWEA Sample District 2)

Class: S110124 Agustin Access7 8

Teacher: Agustin, Jkimberly R.

Test: Math Survey w/ Goals 6+ CO V2.1

Goal Performance



Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Sense	Algebraic Methods	Data Analysis & Probability	Geometric Concepts	Measurement	Computation
S11001012	Grachtrup, Jeral L.	8	S/G	Sep 16	214	3.0	211-217	17	12-22	213-229	206-221	197-211	200-216	215-232	208-224
S11000790	Schibi, Aylesandra A.	8	S/G	Sep 16	214	3.0	211-217	17	13-22	208-224	211-226	202-219	194-210	212-226	211-227
S11000645	Membreno-Montalvo, Aubri	8	S/G	Sep 16	215	3.0	212-218	19	14-24	201-216	213-228	211-225	208-223	211-226	198-214
S11002387	Barron Jr, Hope E.	8	S/G	Sep 28	215	3.0	212-218	19	14-24	205-221	208-222	199-216	223-239	196-214	205-221
S11000690	Degulis, Kryshana A.	8	S/G	Sep 16	217	3.3	214-220	22	16-27	206-224	211-228	204-221	204-221	217-231	207-222
S11000719	Shadwick, Ramire E.	8	S/G	Sep 16	222	3.3	219-225	32	26-40	224-242	217-233	210-225	230-247	199-216	207-225
S11000132	Hellijas, Karin N.	8	S/G	Sep 16	222	3.0	219-225	32	26-38	222-237	209-225	213-228	214-229	211-226	217-232
S11000751	Jerand, Lahonah H.	8	S/G	Sep 16	228	3.1	225-231	45	38-52	214-229	220-237	228-243	219-234	212-228	230-247
S11000708	Cristobal, Yletta A.	8	S/G	Sep 16	230	2.9	227-233	50	43-57	230-247	208-224	224-238	229-244	227-242	216-231
S11000728	Garrera, Best T.	8	S/G	Sep 16	231	3.1	228-234	52	45-59	219-234	215-229	228-243	218-233	234-250	227-245
S11000651	Bihr, Lyn N.	8	S/G	Sep 16	231	2.9	228-234	52	45-57	225-239	221-236	220-234	219-234	221-236	233-250
S11002385	Dachenhaus, Ashtyn N.	8	S/G	Sep 16	236	3.2	233-239	63	57-70	226-242	223-240	235-253	232-248	238-255	215-230
S11001332	Bothwell, Audie E.	8	S/G	Sep 16	237	2.9	234-240	66	59-72	230-244	239-256	220-234	223-238	234-249	232-247
S11000656	Vanoy, Liri I.	8	S/G	Sep 16	240	2.9	237-243	72	66-77	240-255	209-230	238-253	240-257	221-237	243-260
S11000678	Denton, Michael Todd D.	8	S/G	Sep 16	241	3.0	238-244	74	68-79	242-256	228-243	229-244	240-255	233-248	230-245
S11000868	Cayanan, Jessalyn N.	8	S/G	Sep 16	251	3.0	248-254	89	85-92	249-266	226-242	254-270	251-268	239-255	236-252

Totals For: Math Survey w/ Goals 6+ CO V2.1

Students: 16
Valid tests: 16
Mean RIT: 227.8
Std Dev: 11.3
Median RIT: 229

Mean:	229.9	224.5	227.2	229.3	227.8	227.7
Std Dev:	13.7	9.2	15.6	15.6	13.2	13.4
Median:	230	221	227	228	226	224

DesCartes: A Learning Continuum

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[Access dynamic reports now.](#)

DesCartes: A Learning Continuum

reports

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To use DesCartes:

1. Select the subject in the left column.
2. Select the goal area in the right column.
3. Select the RIT range in the list below.
4. A new browser window will open with Adobe Reader* and the requested page will display.
5. Refer to the [Annotated Page](#) for explanation of the results.

*Note: [Adobe Reader](#) is required to view DesCartes online.

Please select from the following subjects:

Concepts and Processes_CO_v2
General Science_CO_V2
Language
Math 2-5
Math 6+
Reading

Algebraic Methods, Patterns, and Functions
Computation Concepts and Procedures
Data Analysis and Probability
Geometric Concepts, Properties, and Relationships
Measurement
Number Sense

Combined
Above 270
Below 161
161-170
171-180
181-190
191-200
201-210
211-220
221-230
231-240
241-250
251-260

Essentials

- Purpose
- Organization
- How to use DesCartes
- Teacher Tips

[Read DesCartes Essentials...](#)

DesCartes Use Agreement



DesCartes: A Learning Continuum

Subject: Mathematics

Goal Strand: Geometric Concepts, Properties, and Relationships

RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Properties of Two- and Three-Dimensional Figures <ul style="list-style-type: none"> Identifies lines* Identifies parallel lines Identifies angles* Identifies points on a circle* Identifies diagonals of a polygon Identifies and names a polygon* Identifies and names a pentagon* Identifies the number of faces on rectangular prisms Identifies and names a cylinder Identifies and names a sphere Sorts 2-D shapes and objects according to their attributes Creates a new shape by combining different shapes, or identifies the different shapes that were used to make the original shape* Identifies position of shapes (e.g., inside, outside, between)* Identifies figures that are the same size and shape (analysis)* Identifies congruent figures Identifies plane figures with line symmetry Identifies the number of lines of symmetry in plane figures 	Properties of Two- and Three-Dimensional Figures <ul style="list-style-type: none"> Identifies the intersection point of two lines* Identifies intersecting lines Identifies parallel lines Identifies angles* Identifies right angles* Identifies and names a parallelogram* Identifies and names a polygon* Identifies and names a hexagon* Identifies and names an octagon* Classifies polygons by sides and angles Classifies cubes by their properties (e.g., edges with equal lengths, faces with equal areas and congruent shapes, right angle corners) Identifies a cube from a net Identifies and names a cylinder Classifies cylinders by their properties (e.g., base shape, lateral surface shape, vertices)* Classifies plane figures by the number of lines of symmetry* 	Properties of Two- and Three-Dimensional Figures <ul style="list-style-type: none"> Identifies rays* Identifies perpendicular lines* Describes relationships among points, lines, and planes, and identifies models in the environment* Identifies right angles within adjacent angles* Identifies properties of angles Identifies acute angles Identifies obtuse angles Identifies the diameter of a circle* Identifies the circumference of circle* Identifies the number of degrees in a circle* Identifies and names a quadrilateral* Identifies altitudes of polygons (not triangles)* Classifies polygons by type of angle* Classifies polygons by number of sides* Identifies corners (vertices) of cubes* Identifies the net which makes a cube-like (open box) figure* Identifies and names a rectangular prism* Classifies triangular prisms by their properties (e.g., base shape, lateral surface shape, vertices)* Predicts and verifies the effects of combining or subdividing basic shapes Compares simple plane figures to solid figures (e.g., circle/sphere, square/cube, rectangle/rectangular solid)* Identifies similar and congruent triangles* Identifies congruent polygons and their corresponding sides and angles* Defines "similarity"* Recognizes similar figures in the real world* Classifies plane figures by the number of lines of symmetry*
Coordinate Geometry <ul style="list-style-type: none"> Determines and names locations in the first quadrant 	Coordinate Geometry <ul style="list-style-type: none"> Graphs ordered pairs in the first quadrant 	Coordinate Geometry <ul style="list-style-type: none"> Determines the distance between horizontal and

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Skills Pointer

Skills Pointer

LOGIN ►

School ID: 10005

Student ID: DB31

Password:

Go

☐ Save ID's

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New: Its very important that you always logout

Skills Pointer™

A Diagnostic Assessment Tool for Readiness and Targeted Intervention

Skills Pointer™ provides a unique look of a student's foundation knowledge, a computer adaptive readiness exam that provides tutorials for each learning objective needing remediation or reinforcement. This program allows students and teachers to focus their attention precisely on the concepts needing work with pinpoint effectiveness. The scope of this program goes from the first grade to high school in math, language arts, reading, and science. Every student's rate of learning is different. Students that struggled in elementary school can find success in later grades if they can master their missing concepts. Skills Pointer is helping students achieve success.



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"Skills Pointer is a "must have" for school districts seeking to enhance their instruction."

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Diagnostic Assessments



Susan Klassen
Nebraska Demonstration School
Don't forget to LOGOUT

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Susan Klassen

School: Nebraska Demonstration School

Welcome to Skills Pointer™

A large number of students in almost every classroom are missing prerequisite concepts necessary to succeed in their current grade level. These can be missing for a variety of reasons, but it is important that they are identified and corrected. Skills Pointer is a diagnostic assessment tool to determine which, if any, prerequisite concepts are missing.

To begin an assessment, choose the "Diagnostic Assessment" tab at the top of the screen. Using the drop down boxes, choose a subject and a strand. Press the Start Test button and the test will begin. Choose the best answer of the choices given by clicking the mouse on the button next to the answer you want. Press the Submit answer button to finish this question. Continue until the assessment is finished. If you need to take a break, select the "End Test" button. When you are ready to resume the program, go back to the Diagnostic Assessment Tab and start that unit again, it will begin where you left off.

To view concepts you have mastered, choose the Mastered tab at the top of the screen. To view your learning path, choose the Learning Path tab at the top of the screen. To review these skills, click on the skill name and a tutorial will appear. To retest, just go to the Diagnostic Assessment tab and select the subject and strand, once a strand is mastered, it will no longer appear as a choice.

Additional notes: When first logging in, there should be a red OK printed under your ID. If that does not appear, you need to go the Tools section of your browser and either turn off the Pop Up Blocker or allow Pop Ups for this site.

Diagnostic Assessments

Skills
PointerTM

Susan Klassen
Nebraska Demonstration School
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1. Choose a Subject



Subject

Mathematics



2. Choose a learning objective



Learning Strand

Geometry and Measurement



START TEST

Diagnostic Assessments



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Nebraska Demonstration School
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Welcome **Susan Klassen** School: **Nebraska Demonstration School**

Question:

In Ms. Garza's class, students are making necklaces. Which tool should be used to measure the length of the wire needed for a necklace?

Select Best Answer:

- 1. ☐ balance scale
- 2. ☐ thermometer
- 3. ☐ ruler
- 4. ☐ measuring cup

Submit Answer

Note: Once you have started - you should completely finish the test in order to receive proper credit. Please finish the test ASAP to get proper credit for your work. You may take a break if the "Take Break" button appears.

*** Important: always Exit test before logging out - do not close windows before logging out. Or your login may be restricted.**

Skills Mastered



Susan Klassen
Nebraska Demonstration School
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Diagnostic Assessments

Mastered

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Welcome **Susan Klassen**

Id: SK186210 School: Nebraska Demonstration School

Test Sessions: 1

Sorted by: ☒ Strand ☐ Difficulty Sequence

Concepts Mastered

Mathematics
Geometry and Measurement
Concept Description
~ <u>Identify the names and values of U.S. coins.</u>
~ <u>Tell time using analog and digital clocks.</u>

Learning Objectives to be Mastered

Student Learning Path Nebraska Demonstration School Report date: 9/15/2012

For Student Id: SK186210


[Close Window](#)

School: Nebraska Demonstration School

Student: Susan Klassen

Grade: 5

Learning Objectives to be Mastered

Mathematics
Geometry and Measurement
Learning Objective
~ Identify, describe, and compare triangles, rectangles, squares, and circles. 
~ Arrange and describe objects in space by position, direction, and proximity.
~ Understand measurement of time, temperature, length, weight and capacity.
~ Sort objects and data by common characteristics, and describe the categories.
~ Understand units of measure.
~ Compare the values of coins in a collection to \$1.00.
~ Identify, describe, and compare plane figures and simple three-dimensional figures.
~ Select and apply appropriate tools and units to measure the properties of objects.
~ Describe and compare the attributes of plane and solid figures.
~ Identify and name polygons according to the number of sides they contain.
~ Understand and measure length and weight.
~ Identify basic properties of plane and solid geometric figures.
~ Draw and classify two-dimensional shapes with up to ten sides.
~ Understand the properties of points, lines, and line segments.
~ Determine the area of objects.

Tutorials

SKILL:

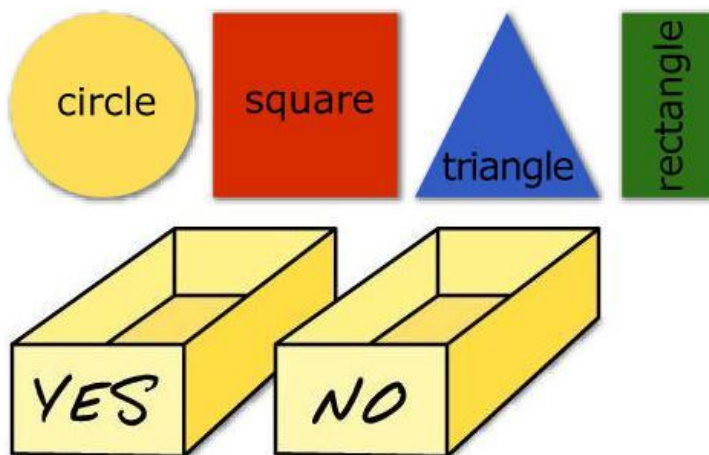
Identify, describe, and compare triangles, rectangles, squares, and circles.

Tutorial:

For this tutorial, you will need the following materials:

- Pencil
- Construction paper
- Ruler
- Two shoeboxes

Help the student cut a [triangle](#), [rectangle](#), [square](#), and [circle](#) out of construction paper. Write the names on the shapes. Now label your two shoeboxes. In big letters, write the word *YES* on one shoebox and *NO* on the other.



Give the student some time to handle and explore the shapes, while reviewing their names. Once the student has had enough time to observe them, begin asking him or her sorting questions such as the following:

Does the shape have three [sides](#)?
Does the shape have four sides?

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Learning Plans on Demand

Learning Plans on Demand

LOGIN ►

ID: 23694

Password: ●●●●●●●●

Go



Save ID



Save Password

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Learning Plans On Demand®

A Teacher's Tool for Targeted Intervention

Learning Plans on Demand™ provides teachers with resources, practice activities, and assessments across a wide range of grade levels. This allows teachers to focus their students on the learning objectives needing remediation with pin point effectiveness. Individual Learning Plans are created and assessed in math, science, language arts, and reading from kindergarten to beginning high school. All activities and tests are presented in both English and Spanish. Intervention reports and a unique curriculum gap analysis provide compliance for federal and state regulations.

"Learning Plans on Demand is a "must have" for school districts seeking to enhance their instruction."



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Learning Plans

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Confluence Teacher
Missouri Demonstration School

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[K thru 8th Grade](#) | [High School Prerequisites](#)

Choose Curriculum - Kindergarten thru 8th Grade

Choose one or more subjects and grades

 Subject	 Grade
<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Kindergarten
<input type="checkbox"/> Language Arts	<input type="checkbox"/> First
<input type="checkbox"/> Reading	<input type="checkbox"/> Second
<input type="checkbox"/> Science	<input type="checkbox"/> Third
	<input type="checkbox"/> Fourth
	<input checked="" type="checkbox"/> Fifth
	<input type="checkbox"/> Sixth
	<input type="checkbox"/> Seventh
	<input type="checkbox"/> Eighth+

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Select Tutorials/Assessments

Subject: Mathematics. Grade: Fifth.

Search Results for: [SUBMIT](#)

Select Skills	Learning Plan Selector	Learning Objective	State Standards	Grade	Bloom	DOK	PKL	Curric
<input type="checkbox"/>		Algebra, Patterns, and Relationships						
<input type="checkbox"/>		Analyze and generalize number patterns.	A.1.A.1	5	2	2	42	
<input type="checkbox"/>		Use a variable to represent a given verbal expression.	A.2.A.1	5	3	1	65	
<input type="checkbox"/>		Data, Statistics, and Probability						
<input type="checkbox"/>		Record and interpret data using tables, graphs and charts.	D.1.A.1;D.1.C.1	5	2	2	63	
<input type="checkbox"/>		Geometry and Measurement						
<input checked="" type="checkbox"/>		Determine the area of objects.	M.1.A.1;M.2.C.1	5	3	1	65	
<input checked="" type="checkbox"/>		Draw and classify two-dimensional shapes with up to ten sides.	G.1.A.1	5	3	1	63	
<input checked="" type="checkbox"/>		Understand the properties of points, lines, and line segments.	G.1.A.1	5	2	1	63	
<input checked="" type="checkbox"/>		Draw and/or identify the radius, circumference, and diameter of a circle.	G.1.A.1	5	3	1	63	
<input type="checkbox"/>		Number Sense, Computation, and Operations						
<input type="checkbox"/>		Understand the magnitude of numbers and apply large numbers.	N.1.A.1;N.3.C.1	5	2	2	64	
<input type="checkbox"/>		Apply the four operations with fractions.	N.3.B.1;N.3.C.1	5	3	1	31	
<input type="checkbox"/>		Understand the concept of positive and negative numbers.	M.1.A.1;N.1.A.1;N.3.C.1	5	2	2	65	
<input type="checkbox"/>		Perform the four operations with decimals.	N.3.C.1	5	3	1	64	
<input type="checkbox"/>		Find factors of numbers to 100 and determine primes and composites.	N.1.D.1	5	3	1	43	
<input type="checkbox"/>		Problem Solving						
<input type="checkbox"/>		Make decisions about how to approach problems and find solutions.	D.2.A.1;N.3.C.1;N.3.E.1	5	4	3	62	

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Print selected tutorials:

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Tutorials

Learning Plan

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- Determine the area of objects.
- Draw and classify two-dimensional shapes with up to ten sides.
- Understand the properties of points, lines, and line segments.
- Draw and/or identify the radius, circumference, and diameter of a circle.

SKILL:

Determine the area of objects.

Skill Description:

Students should be able to determine the area of objects.

Tutorial:

Items Needed For This Activity:

- Paper and pencil

Begin by explaining to the student the definition of [area](#). Area is the square units needed to cover a shape. Area is the measurement "inside" a shape (remember that [perimeter](#) is the measure "around" an object). We measure area in *square units*, typically square centimeters, square meters, square inches, etc.

Activity:

We use formulas for calculating areas. In order to understand and memorize the formulas, have the student write each of the following on separate note cards. On the back of each note card, he or she should draw the object and label it as shown below:

- **Area of a Square:**

s^2



Diagnostic Assessments

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Drill Down Diagnostic Assessment

Type of Assessment:

1. Choose a Grade or Course



Grade or Course

2. Choose a subject if applicable



Subject

3. Choose a learning objective



Learning Strand

4. Choose number of grades to include



Grades to Include

Optional [Show Skills](#) :

Assessment for:

CONTINUE

Diagnostic Assessments

Assessment: Missouri Demonstration School

Teacher

Name: _____

Class: _____ Date: _____

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Determine the area of objects.

Determine the area of a triangle with a base equal to 5 inches and a height equal to 4 inches.

Draw and classify two-dimensional shapes with up to ten sides.

Name and draw 5 different figures that have up to 10 sides. Then describe the attributes/characteristics of each figure.

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Skills Pointer Reports ~ Missouri Demonstration School 9/15/2012

Individual Student Reports:

Student Learning Path

Student List - Interventions still required by learning objectives in a date range by category

Student Mastery Report

A listing of each student tested showing the concepts mastered and the concepts that still need work.

Student Progress Report

A calculation of the grade level progress by student showing each subject and strand. The starting grade is the achievement level for the first time the student was tested, the ending grade is the highest grade achieved for each specific strand.

Reports School-wide by Category or Class:

Strand Analysis by Student Accomplishments

A summary of each student's last completed grade level.

Strand Analysis by Grade Level Average

A summary report showing the average instructional grade level by strand and the student's assigned grade.

Concepts Grouping Report

A detail report by each subject, strand and concept showing the number of students mastering a skill and the number of students still needing work. By clicking on the number of students in either category, a pop up window shows the names of the individual students. This report is used for grouping instruction or lesson planning based on student performance.

Students Strand/Skill Progress Summary Report

A calculation of the grade level progress by subject and strand and showing each student's progress. The starting grade is the achievement level for the first time the student was tested, the ending grade is the highest grade achieved for each specific strand. The progress is the subtraction of the starting grade from the ending grade.

Strand/Skill Progress Report

A summary of the progress by each subject and strand for the class. The starting grade is the average level of all the first time tests for every student in the class, the ending grade is the average highest grade achieved for each specific strand. The progress is the subtraction of the starting grade from the ending grade.

[Edit Students and Classes:](#)

Student Learning Paths

Students Learning Path Report ~ Nebraska Demonstration School Report date: 9/16/2012

Select Report Type to use:

☐ Teacher Classes ALL

☒ School Category ALL

Test available start date: 6/01/2011

End learning period date: 9/16/2012

[Report](#)

School: Nebraska Demonstration School

From: 6/01/2011 to 9/16/2012 Category: ALL

Student	Student ID	Grade
View JONI BARTEK	JB	1
View LAURA BAUM-PARR	LB178762	1
View MISTY BEAIR	MB179135	4
View MISTY BEAIR	MB179136	0
View TALA CRESS	TC185829	8
View JOHN DOE	JD179060	7
View BECKY ECKHARDT	BE178898	1
View CHRIS GOOD	CG178821	8
View AMY HILL	AH178795	5
View AMY HILL	AH184497	1
View BRAD HOESING	BH184621	3
View RHONDA JINDRA	RJ178808	8
View SHELLEY KAHRS	SK175013	0
View SHELLEY KAHRS	SK178844	0
View DARIN KELBERLAU	DK179066	3
View MICHELLE KESZLER	SK178832	6
View SUSAN KLASSEN	SK186210	5

Student Learning Paths

Learning Path Report for SUSAN KLASSEN Student ID: SK186210 grade:5 Date range: 6/1/2011 ~ 9/17/2012:

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Learning Objectives to be Mastered for SUSAN KLASSEN

Mathematics		
Geometry and Measurement		
Learning Objective	Grade	Standard
~ Sort objects and data by common characteristics, and describe the categories.	1	8.C;9.C
~ Understand measurement of time, temperature, length, weight and capacity.	1	10.A;11.C;9.A
~ Arrange and describe objects in space by position, direction, and proximity.	1	7.A
~ Identify, describe, and compare triangles, rectangles, squares, and circles.	1	6.A;7.A;9.C
~ Identify, describe, and compare plane figures and simple three-dimensional figures.	2	6.A;6.B;6.C;6.D;7.A;9.A;9.B
~ Compare the values of coins in a collection to \$1.00.	2	3.D
~ Understand units of measure.	2	9.A;9.C;9.D
~ Identify and name polygons according to the number of sides they contain.	3	8.A;8.C
~ Describe and compare the attributes of plane and solid figures.	3	6.C;7.A;8.A;8.C
~ Select and apply appropriate tools and units to measure the properties of objects.	3	11.A;8.B
~ Identify basic properties of plane and solid geometric figures.	4	6.C;7.A;8.A;8.C
~ Understand and measure length and weight.	4	11.A;12.A;12.B;13.C

Tutorials

SKILL:

Understand and measure length and weight.

Skill Description:

Students should be able to understand and measure length, area, weight, temperature and time.

Tutorial:**Items Needed for This Activity**

- Ruler, yardstick or tape measure
- Weight scale of any kind (kitchen scale, bathroom scale etc.)
- A variety of weighted objects of various weights that can be weighed on a bathroom scale. Examples would be a brick, a ball of play dough, a dictionary, etc.

Activity for Length

Have you ever stopped to think about why there is a need for standard measures of length? Well, just ask yourself these questions:

- What kinds of tools do you use to measure length? (ruler, yardstick, tape measure, sewing tape measure, etc.)
- What are the words you use to describe length? (longest, shortest, tallest, narrowest, widest etc.)
- How do you use length measurements at school? At home?

Next, you're going to measure the width of a room in the house using steps. Starting at one wall, place your heel against the wall and walk from heel to toe, placing one foot directly in front of the other. Then write down the width of the room, according to how many steps it took, for example, 20 steps, 35 steps.

Then measure the length of the same room in the same way. Write down the length of the room using your step measurements.

Next, measure the same distances using a ruler, yardstick or tape measure. Now consider the following points:

- Which measure is more accurate?

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Individual Student Reports:

Student Learning Path

Student List - Interventions still required by learning objectives in a date range by category

Student Mastery Report

A listing of each student tested showing the concepts mastered and the concepts that still need work.

Student Progress Report

A calculation of the grade level progress by student showing each subject and strand. The starting grade is the achievement level for the first time the student was tested, the ending grade is the highest grade achieved for each specific strand.

Reports School-wide by Category or Class:

Strand Analysis by Student Accomplishments

A summary of each student's last completed grade level.

Strand Analysis by Grade Level Average

A summary report showing the average instructional grade level by strand and the student's assigned grade.

Concepts Grouping Report

A detail report by each subject, strand and concept showing the number of students mastering a skill and the number of students still needing work. By clicking on the number of students in either category, a pop up window shows the names of the individual students. This report is used for grouping instruction or lesson planning based on student performance.

Students Strand/Skill Progress Summary Report

A calculation of the grade level progress by subject and strand and showing each student's progress. The starting grade is the achievement level for the first time the student was tested, the ending grade is the highest grade achieved for each specific strand. The progress is the subtraction of the starting grade from the ending grade.

Strand/Skill Progress Report

A summary of the progress by each subject and strand for the class. The starting grade is the average level of all the first time tests for every student in the class, the ending grade is the average highest grade achieved for each specific strand. The progress is the subtraction of the starting grade from the ending grade.

[Edit Students and Classes:](#)

Student Progress Reports

View CHRIS GOOD	CG178821	8
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View SUSAN KLASSEN	SK186210	5
View JULIE LINDHOLM	JL179070	8
View PAUL MARLIN	PM184763	8
View KIM MARX	KM184455	8
View JACOB MCCALLISTER	JM179105	4
View DICK MEYER	DM178768	8
View BECCA MOORE	BM178986	7
View ALLYSON OLSON	AO179041	3
View JIM PEESO	PEESOJ	7
View SANDY PERRY	1217	4
View MARY PRENA	1234	6
View HARLAN PTOMEY	HP178849	8
View ELISSA RAFFA	ER179046	8
View RICARDO RAMIREZ	RR185826	8
View CESAR RIVAS	RIVASCESAR	8
View STACY ROCKEFELLER	SR185701	8
View CHERYL SAIKI	CS179189	2
View AMANDA STARK	AMANDALSTARK	8
View AARON SVOBODA	AS178868	8
View CRISTIAN TAMAYO	CT185714	8
View LOU TESTER	LT175017	8
View KELLY TISDALE	KT178793	4
View DERRICK VARGASON	DV184299	6
View KATHY VERSCHOOR	KV179043	4
View AVERY WEBSTER	AW185827	8

Student Progress Reports

Progress Report for DERRICK VARGASON Student ID: DV184299 grade:6 Date range: 6/1/2011 ~ 9/17/2012:

[Print](#)

Derrick Vargason

Mathematics

Strand	Start Grade	End Grade	Progress	Number of Sessions	Last Test
Algebra, Patterns, and Relationships	6	6	0	1	07/11/2012
Geometry and Measurement	1	3	2	2	08/13/2012
Number Sense, Computation, and Operations	1	1	0	2	08/15/2012

Reading

Reading Analysis and Evaluation	0	0	Incomplete	1	08/13/2012
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Concept Grouping Report

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Skills Pointer Reports ~ Missouri Demonstration School 9/15/2012

Individual Student Reports:

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[Edit Students and Classes:](#)

Concept Grouping Report

Algebra, Patterns, and Relationships

Concept Description	Standard	Students Mastered	Students Needing Work
Solve problems involving inequalities and absolute value.	TEKS 8.1,;	17	25 List
Solve problems involving direct and inverse variation.	1.D;10.G;5.A;6.G;7.B	20	21 List
Use a variable to represent a given verbal expression.	6.A	30	16 List
Evaluate numerical expressions, including those involving exponents.	2.E	6	10 List
Graph a linear equation in slope-intercept form.	4.A;5.C;6.D;7.B	2	10 List
Translate verbal expressions into algebraic expressions, equations, and inequalities.	1.C;4.A	18	8 List
Evaluate numerical expressions, including those involving exponents.	2.E	9	8 List



Edit Student and Classes

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Nebraska Demonstration School

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is the subtraction of the starting grade from the ending grade.

Edit Students and Classes:

Student Editor and List

Edit Students, Unlock Students, Change passwords.

Teacher's Student Class List

Assign your students to your classes.

Student Instructions

Click link to view instructions.

Student Log

Click link to view student log and activity.

School Category Codes

Manage category codes for your School

School's Student Category List

Edit and Assign your students to categories

Teacher's Intervention Report

A summary of learning objectives prepared for a student within a date range.

Nebraska Demo Site

Go to www.skillspointer.com and click “register”

School ID is 11960

Fill out the registration information

Password is “central”

Use the school ID, student ID and password to enter Skills Pointer as a student

Go to www.learningplansondemand.com and click “register”

Fill out the registration information

District ID is 1905

School ID is 11960

Password is “central”

Use the information after you register to enter Learning Plans on Demand as a teacher

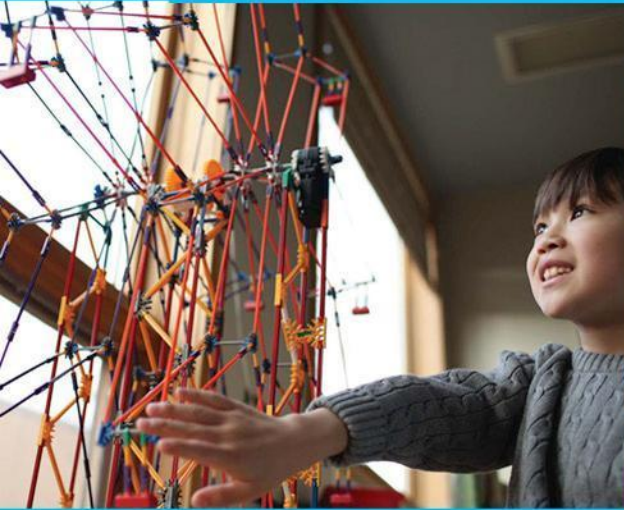


Northwest Evaluation Association

All Kids Learn.

We passionately believe
it, and partner to make
this an everyday reality
for every child.

Partnering to help all kids learn



Questions?
Comments....
Thanks

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